CHAPTER 14 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **MAKING GENERALIZATIONS** How would you describe the Iroquois people before Deganawida and Hiawatha? After Deganawida and Hiawatha?
2. **MAKING CONNECTIONS** How was the Aztec nobility similar to the nobility of medieval Europe?

Lesson 2

3. **SPECULATING** Why might the Nazca have created images so huge that they could only be seen from the air?
4. **IDENTIFYING** How did the Inca emperor ensure that newly conquered territories were loyal to him?

21st Century Skills

5. **GEOGRAPHY SKILLS** What geographical feature allowed the Moche's economy to flourish?
6. **ECONOMICS** Describe the economy of the Inca.
7. **COMPARE AND CONTRAST** Compare and contrast the political characteristics of the Maya, Aztec, and Incan civilizations.
8. **IDENTIFYING CAUSE AND EFFECT** How did alliances with other city-states help the Aztec build an empire?

Exploring the Essential Questions

9. **SYNTHESIZING** Write an essay about the Maya, Aztec, or Inca highlighting what made the civilization complex and describing how the civilization adapted to and used its surroundings. Include primary or secondary sources to illustrate your main points. These sources can be text excerpts, photos, drawings, and maps.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

The following illustration from an Aztec book shows parents teaching their children. From sources such as this, historians know that boys learned basic tasks from their fathers, went to school to study, and learned to be warriors. Girls learned from their mothers how to take care of the home and children.

10. **ANALYZING VISUALS** Knowing that the blue dots represent one year, at what age would Aztec boys learn how to fish?
11. **SYNTHESIZING** How does the different educational focus of Aztec boys and girls reflect the different roles of Aztec men and women?

Extended-Response Question

12. **INFORMATIVE/EXPLANATORY** Trace the rise and decline of the early South American civilizations in chronological order. Give some detail as to their geographical location and name the Inca ruler who expanded the kingdom.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12
Go to page	275	279	281	283	282	284	276	279	276	286	286	281

The Renaissance in Europe

1350–1600

ESSENTIAL QUESTIONS

- *How can trade lead to economic prosperity and political power?*
- *How can ideas be reflected in art, sculpture, and architecture?*

networks

There's More Online! about the Renaissance in Europe.

CHAPTER 15

Lesson 1
The Italian States

Lesson 2
Ideas and Art of the Renaissance

The Story Matters...

The word *renaissance* means "rebirth." What was reborn during this period? One of the most enduring innovations of Renaissance culture was a new view of human beings. This outlook, embodied in the intellectual movement known as humanism, celebrated the extraordinary individual. The Italian artist Leonardo da Vinci, who was also an architect, inventor, and mathematician, was seen by those around him as a model of this humanist ideal.

◀ Depicting Mary, Jesus's mother in Christian tradition, Leonardo's painting *Virgin of the Rocks* shows the influence of Renaissance humanism in portraying a realistic form, but also takes it a step further to depict human perfection.

PHOTO: Leonardo da Vinci/The Bridgeman Art Library/Getty Images

PHOTO: HIP/Art Resource, NY

CHAPTER 15 CCSS

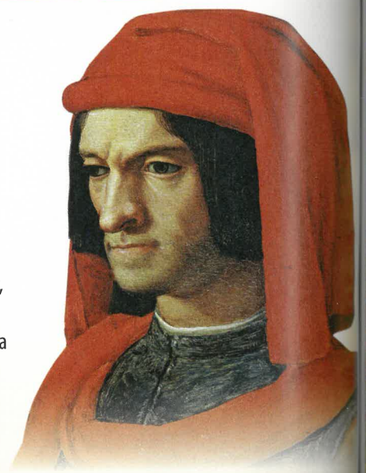
Place and Time: Europe 1350–1600

The Renaissance began in northern Italy in the late fourteenth century and then spread throughout Europe. Renaissance culture developed in the unique political, social, and economic environment of Italy's small, independent states. Located on major trade routes, cities such as Milan and Florence were ideal places to receive and spread ideas. Florence, controlled by the Medici family, was perhaps the most influential city. Its scholars, writers, artists, and architects defined the culture of the Renaissance.

Step Into the Place

Read the quotes and review the information presented on the panorama of Renaissance Florence.

DBQ **Analyzing Historical Documents** Why do you think the Medici family spent large amounts of money on the patronage of the arts in Florence?



PRIMARY SOURCE

"Lorenzo [de' Medici, shown at right] showed the same favor to poetry in the vernacular, to music, architecture, painting, sculpture, and to all the arts of mind and hand, so that the city [of Florence] overflowed with all these exquisite things. And these arts flourished all the more because Lorenzo, a universal man, could pass judgment and distinguish among men, so that they competed with one another to please him."

—Francesco Guicciardini, from *History of Florence*

PRIMARY SOURCE

"In the time of the elder Lorenzo de' Medici, Lorenzo the Magnificent, truly a golden age for men of talent, there flourished an artist called Alessandro … Botticelli.

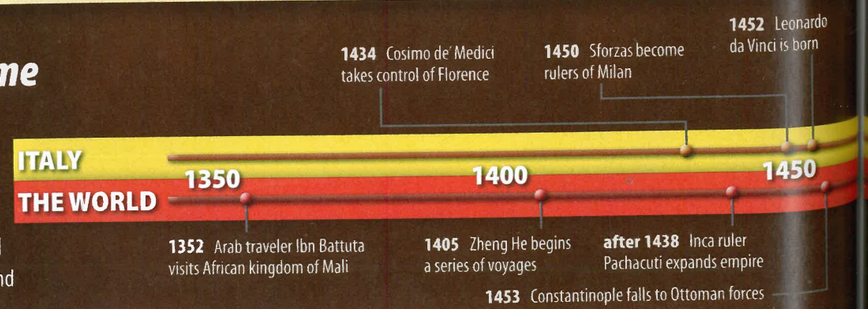
… [Botticelli] carried out many works in the house of the Medici for Lorenzo the Magnificent, notably a life-size Pallas [Athena] on a shield wreathed with fiery branches, and a St Sebastian [a painting created for Florence's Santa Maria Maggiore church]. … As an old man, Botticelli found himself so poor that if Lorenzo de' Medici … and then his friends and other worthy men who loved him for his talent had not come to his assistance, he would have almost died of hunger."

—Giorgio Vasari, from *The Lives of the Artists*

PHOTO: SuperStock; Italian School, The Bridgeman Art Library.

Step Into the Time

Determining Cause and Effect Research one or more publications from the time line. Write a short essay explaining how the publication(s) increased political unrest in Italy and around the world.

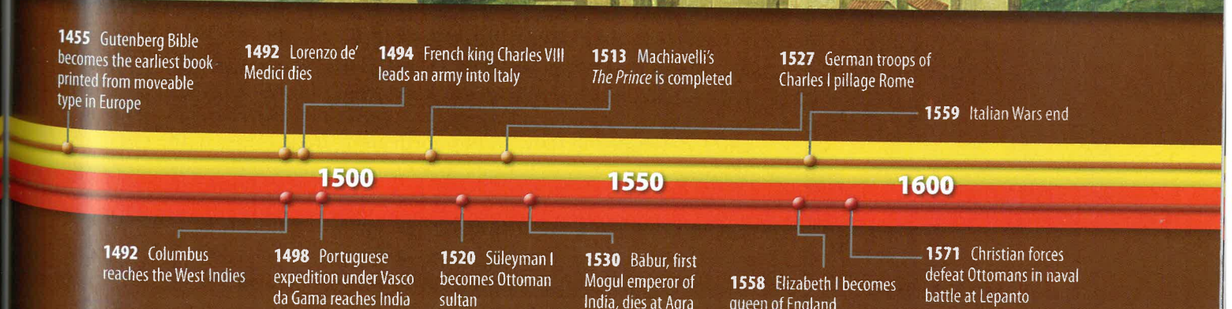

ITALY
THE WORLD
1350
1400
1450
1434 Cosimo de' Medici takes control of Florence
1450 Sforzas become rulers of Milan
1452 Leonardo da Vinci is born
1352 Arab traveler Ibn Battuta visits African kingdom of Mali
1405 Zheng He begins a series of voyages
after 1438 Inca ruler Pachacuti expands empire
1453 Constantinople falls to Ottoman forces

networks *There's More Online!*

- MAP Explore the interactive version of this map on Networks.
- TIME LINE Explore the interactive version of the time line on Networks.

Panorama of Florence c. 1500

FIORENZA
Cosimo de' Medici was a patron of architect Filippo Brunelleschi, who designed the Florence cathedral's dome.
Textile makers and bankers, such as the Medici family, dominated the economy of Florence.
In the Medici Palace Chapel, Benozzo Gozzoli's *Procession of the Magi* included portraits of his patrons.
Botticelli included Medici portraits in his *Adoration of the Magi* in the church of Santa Maria Novella.
Dante, Florence's greatest poet, claimed its people were motivated by envy and pride.


1500
1550
1600
1455 Gutenberg Bible becomes the earliest book printed from moveable type in Europe
1492 Lorenzo de' Medici dies
1494 French king Charles VIII leads an army into Italy
1513 Machiavelli's *The Prince* is completed
1527 German troops of Charles I pillage Rome
1559 Italian Wars end
1492 Columbus reaches the West Indies
1498 Portuguese expedition under Vasco da Gama reaches India
1520 Süleyman I becomes Ottoman sultan
1530 Bābur, first Mogul emperor of India, dies at Agra
1558 Elizabeth I becomes queen of England
1571 Christian forces defeat Ottomans in naval battle at Lepanto

networks

There's More Online!

- ☑ BIOGRAPHY Lorenzo de' Medici
- ☑ BIOGRAPHY Niccolò Machiavelli
- ☑ IMAGE Procession of the Magi
- ☑ INTERACTIVE SELF-CHECK QUIZ
- ☑ MAP Italy, 1500
- ☑ PRIMARY SOURCE The Book of the Courtier
- ☑ TIME LINE Italian Wars
- ☑ VIDEO The Italian States

Reading HELPDESK

CCSS

Academic Vocabulary

- **dominate** • **decline**

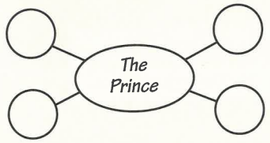
Content Vocabulary

- **mercenary** • **burgher**
- **republic**

TAKING NOTES:

Key Ideas and Details

Identifying Use a graphic organizer like this one to identify the major principles of Machiavelli's work, *The Prince*.



LESSON 1

The Italian States

ESSENTIAL QUESTION

How can trade lead to economic prosperity and political power?

It Matters Because

The Renaissance served as a bridge between the Middle Ages and modern times. Beginning in the prosperous states of Italy, the Renaissance marked the emergence of a new urban culture that was largely spread by trade. This culture had a more worldly outlook than that of the Middle Ages.

The Major Italian States

GUIDING QUESTIONS *What contributed to the rise of the Italian states during the Renaissance? How did Machiavelli's work influence political power in the Western world?*

In the late Middle Ages, Italy was much more urban than the rest of Europe, and a thriving trade network was based in Italy's many cities. The energy that trade gave to Italy's urban environment encouraged an exchange of ideas that helped stimulate the development of Renaissance culture.

Italy had prospered from a flourishing trade that had expanded during the Middle Ages. Italian cities such as Venice had taken the lead in establishing merchant fleets and trading with the Byzantine and Islamic civilizations to the east. High demand for Middle Eastern goods enabled Italian merchants to set up trading centers in eastern ports. There they obtained silks, sugar, and spices, which were sent back to Europe.

Italian trading ships had also moved into the western Mediterranean and then north along the Atlantic seaboard. These ships exchanged goods with merchants in England and the Netherlands. Goods, however, were not the only cargo. The ideas of the Renaissance, developed in Italy, spread north along trade routes to the rest of Europe.

During the Middle Ages, Italy had failed to develop a centralized monarchical state. The lack of a single strong ruler made it possible for a number of city-states in northern and central Italy to remain independent. By early in the fifteenth century, five major territorial states had come to **dominate** the peninsula. These were the city-states of Milan, Venice, and Florence, the Papal States centered on Rome, and the Kingdom of Naples. Because of their economic power, these states played crucial roles in Italian politics and culture.

Economics and Politics in the Major Italian States

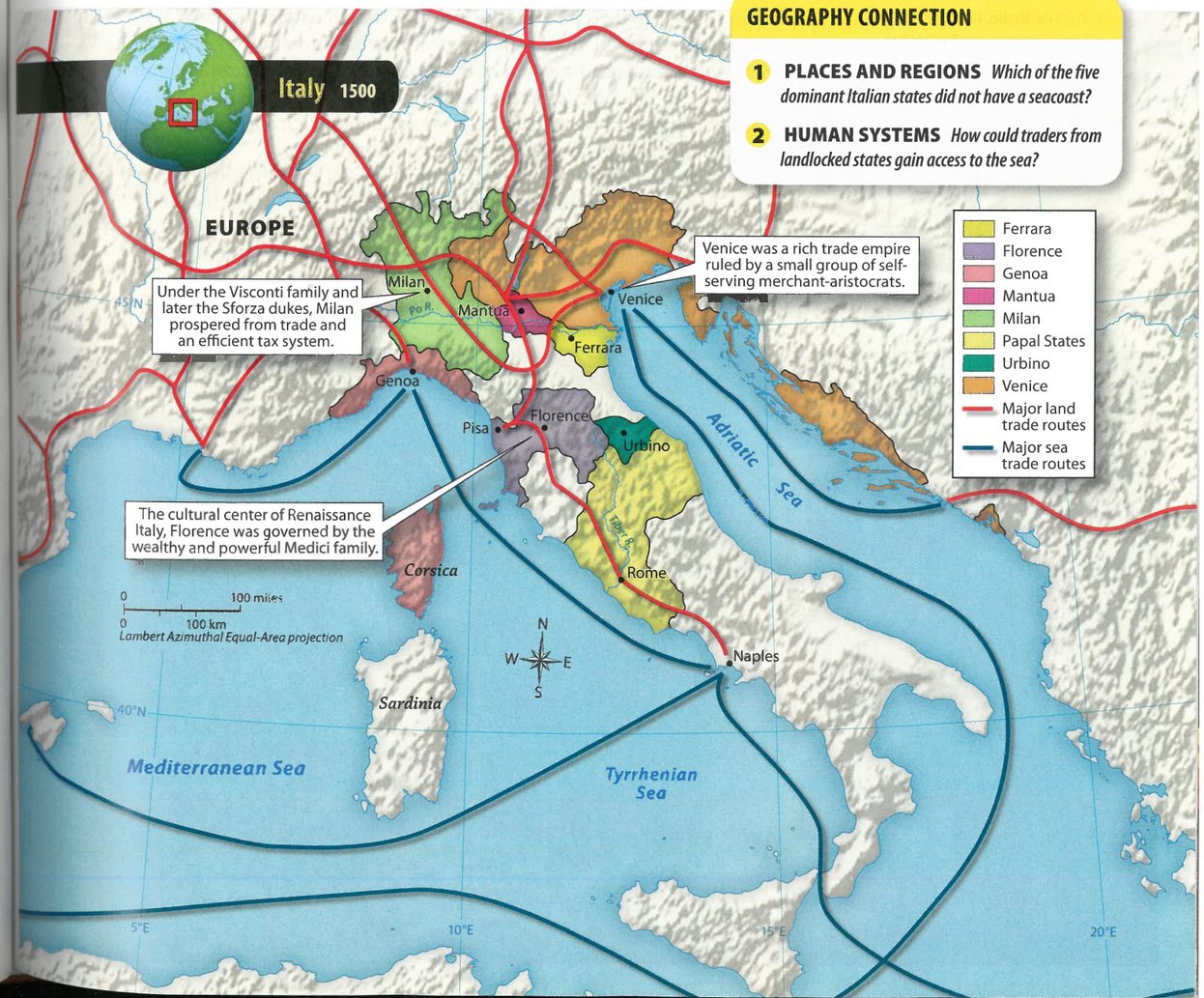
Each of the five major territorial states dominated the economic and political life of its region. Milan, Venice, and Florence were located in northern Italy. One of the richest city-states, Milan stood at the crossroads of the main trade routes from Italian coastal cities to the Alpine passes. In the fourteenth century, members of the Visconti family established themselves as dukes of Milan. They extended their power over the surrounding territory of Lombardy. The last Visconti ruler of Milan died in 1447. Francesco Sforza (SFAWRT • sah) led a band of **mercenaries**—soldiers who fought primarily for money. Sforza conquered the city and became its duke. The Visconti and Sforza rulers built a strong centralized state. Using an efficient tax system, the Sforzas generated huge revenues for the government.

Another major northern Italian city-state, Venice, served as a commercial link between Asia and Western Europe. The city drew traders from around the world. Officially, Venice was a **republic** with an elected

dominate to influence or control

mercenary a soldier who fights primarily for pay

republic a form of government in which the leader is not a king and certain citizens have the right to vote



GEOGRAPHY CONNECTION

1. **PLACES AND REGIONS** *Which of the five dominant Italian states did not have a seacoast?*
2. **HUMAN SYSTEMS** *How could traders from landlocked states gain access to the sea?*

PHOTO: (l to r)SuperStock; Italian School, The Bridgeman Art Library; Massimo Listri/CORBIS; Art Archive/SuperStock.

leader called a doge (DOHJ). In reality, a small group of wealthy merchant-aristocrats ran the government of Venice for their benefit. Venice's trade empire was tremendously profitable and made the city-state an international power.

The republic of Florence dominated the northern Italian region of Tuscany. During the fourteenth century, a small, wealthy group of merchants established control of the Florentine government. They waged a series of successful wars against their neighbors and established Florence as a major city-state.

In 1434 Cosimo de' Medici (MEH • duh • chee) took control of the city. The wealthy Medici family ran the government from behind the scenes. Using their wealth and personal influence, Cosimo, and later his grandson Lorenzo de' Medici, dominated the city when Florence was the cultural center of Italy.

decline a change to a lower state or level

As the Italian states grew wealthier, the power of the Church began to **decline** slightly. Some church doctrines, such as the sinfulness of usury, or charging borrowers a fee on money loaned to them, were openly ignored. Many Italian leaders borrowed and loaned money without fear of reprisal.

During the late 1400s, Florence experienced an economic decline. Most of its economy was based on the manufacturing of cloth. Increased competition from English and Flemish cloth makers drove down profits.

During this time, a Dominican preacher named Girolamo Savonarola began condemning the corruption and excesses of the Medici family. Rejecting Medici rule and frustrated by economic events, citizens turned to Savonarola. His attacks weakened the power of the Medici, and a French invasion of Italy in 1494 resulted in their exile from Florence.

Eventually the Florentines tired of Savonarola's strict regulation of gambling, horseracing, swearing, painting, music, and books. He also attacked the corruption of the Church, which angered the pope. In 1498 Savonarola was accused of heresy and sentenced to death. The Medici family returned to power in Florence.

▼ Piero de' Medici, father of Lorenzo, hired Benozzo Gozzoli in 1459 to paint frescoes in the chapel of the Medici Palace. In this part of his *Procession of the Magi*, Gozzoli included portraits of the Medici, such as Lorenzo (shown as a young king on horseback).

▶ CRITICAL THINKING
Drawing Conclusions Why do you think Gozzoli included portraits of the Medici?

PHOTO: Massimo Listri/CORBIS

The two other dominant centers in Renaissance Italy were the Papal States and the Kingdom of Naples. Located in central Italy, Rome was the capital of the Papal States. These territories were officially under the control of the Catholic Church at this time. By contrast, the Kingdom of Naples, which dominated southern Italy, was the only one of the five major states ruled by a hereditary monarch.

The growth of monarchial states in the rest of Europe led to trouble for the Italian states. The riches of Italy attracted the French king, Charles VIII. He led an army of 30,000 men into Italy in 1494. The French occupied the Kingdom of Naples. Northern Italian states turned for help to the Spanish, who gladly agreed to send soldiers to Italy. For the next 30 years, the French and the Spanish battled in Italy as they sought to dominate the region.

A turning point in this struggle came in 1527. On May 5, thousands of troops arrived at the city of Rome. This army belonged to Charles I, king of Spain and ruler of the Holy Roman Empire. It included mercenaries from different countries. They had not been paid for months. When they yelled, "Money! Money!" their leader responded, "If you have ever dreamed of pillaging a town and laying hold of its treasures, here now is one, the richest of them all, queen of the world."

The next day the invading forces smashed the gates and pushed into the city. The troops went berserk in a frenzy of bloodshed and looting. The terrible sack of Rome in 1527 by the armies of Charles I left the Spanish a dominant force in Italy. The Italian Wars would continue for another quarter-century, ending only in 1559.

Machiavelli on Power

Political power fascinated the people of the Italian Renaissance. No one gave better expression to this interest than Niccolò Machiavelli (MA • kee • uh • VEH • lee). His book *The Prince* is one of the most influential works on political power in the Western world.

Machiavelli's central thesis in *The Prince* is the issue of how to get—and keep—political power. He dedicated his study of practical politics to the grandson of Lorenzo de' Medici. Machiavelli offered him rules on how to govern. In the Middle Ages, many writers on political power had emphasized the duty of rulers to follow Christian moral principles. Machiavelli, however, rejected this popular approach. He believed that morality was unrelated to politics.

From Machiavelli's point of view, a prince's attitude toward power must be based on an understanding of human nature. He believed human beings were motivated by self-interest. He said, "...this is to be asserted in general of men, that they are ungrateful, fickle, false, cowardly, covetous, and as long as you succeed they are yours entirely." Based on such an assessment, therefore, political activity should not be restricted by moral principles. A prince acts on behalf of the state. According to Machiavelli, for the state's sake, a leader must do good when possible, but be ready to do evil when necessary. Machiavelli abandoned morality as the basis for analyzing political activity and argued that the ends justify the means. His views have had a profound influence on later political leaders. His influence on politics has continued to the present day.

☑ READING PROGRESS CHECK
Explaining Why might Machiavelli have argued that political activity should not be restricted by moral principles?

Analyzing CCSS PRIMARY SOURCES

Machiavelli on Trust

"Everyone realizes how praiseworthy it is for a prince to honor his word and to be straightforward rather than crafty in his dealings; none the less, contemporary experience shows that princes who have achieved great things have been those who have given their word lightly, who have known how to trick men with their cunning, and who, in the end, have overcome those abiding by honest principles."

—Niccolò Machiavelli, from *The Prince*

DBQ ***INTERPRETING***
What does Machiavelli use as the basis for his argument about how a prince should act?

▲ This portrait of Baldassare Castiglione was painted by the Renaissance artist Raphael in 1516.

Renaissance Society

GUIDING QUESTION *How was society characterized during the Renaissance?*

In the Middle Ages, society had been divided into three social classes: the clergy, the nobility, and the peasants and townspeople. Although this social order continued into the Renaissance, some changes became evident.

The Nobility

During the Renaissance, nobles, or aristocrats, continued to dominate society. Making up only a tiny portion of the population in most countries, nobles held important political posts and served as advisers to the king.

Nobles were expected to fulfill certain ideals in Renaissance society. The characteristics of a perfect Renaissance noble were expressed in *The Book of the Courtier,* written by the Italian diplomat Baldassare Castiglione (kahs • teel • YOH • nay) and published in 1528. One of the key ideals of the Renaissance was the well-developed individual. In Castiglione's interpretation, this ideal became the social goal of the aristocracy. A noble was born, not made. He must have character, grace, and talent. The noble had to be a warrior, but also needed a classical education and an interest in the arts. Finally, a noble had to follow certain standards of conduct. What was the purpose of these standards?

PRIMARY SOURCE

"The aim of the perfect Courtier . . . is so to win . . . the favor and mind of the prince whom he serves that he may be able to tell him . . . the truth about everything he needs to know . . . and that when he sees the mind of his prince inclined to a wrong action, he may dare to oppose him . . . so as to dissuade him of every evil intent and bring him to the path of virtue."

—Baldassare Castiglione, from *The Book of the Courtier*

Thus, the aim of the perfect noble, by Renaissance standards, was to serve his prince in an effective and honest way. Nobles would aspire to Castiglione's principles for hundreds of years while they continued to dominate European social and political life.

Peasants and Townspeople

During the Renaissance, peasants still constituted the vast majority of the total European population. Serfdom continued to decrease with the decline of the manorial system. By 1500, especially in Western Europe, more and more peasants became legally free.

At the top of urban society were the patricians. With their wealth from trade, industry, and banking, they dominated their communities. Below them were the **burghers**—the shopkeepers, artisans, guild masters, and guild members. Below the burghers were the workers, who earned low wages, and the unemployed. Both of the latter groups lived miserable lives and made up a significant portion of the urban population.

burgher a member of the middle class who lived in a city or town

During the late 1300s and the 1400s, urban poverty increased dramatically throughout Europe. One rich merchant, who had little sympathy for the poor, wrote:

PRIMARY SOURCE

"Those that are lazy in a way that does harm to the city, and who can offer no just reason for their condition, should either be forced to work or expelled from the [city]. The city would thus rid itself of that most harmful part of the poorest class."

—quoted in *Renaissance Europe: Age of Recovery and Reconciliation*

PHOTO: Peter Willi/Getty Images.

Family and Marriage

The family bond was a source of great security during the Renaissance. Parents carefully arranged marriages to strengthen business or family ties. In upper-class families, parents often worked out the details when their children were only two or three years old. These marriage contracts included a dowry, a sum of money that the wife's family gave to the husband upon marriage.

The father-husband was the center of the Italian family. He managed all finances, since his wife had no share in his wealth. He also made the decisions that determined the path of his children's lives.

The mother's chief role was to supervise the household and raise her children, which might include their moral education. For example, the fifteenth-century Florentine noblewoman Alessandra Strozzi wrote a letter to one of her grown sons commending him for acting charitably to the son of an enemy:

PRIMARY SOURCE

"You gave Brunetto's son food to eat and clothes to wear, and you gave him shelter and money and sent him back here; out of the seven acts of mercy you have performed three."

—quoted in *Selected Letters of Alessandra Strozzi*

A father had absolute authority over the children living under his roof. Males became adults when they left home, reached a certain age—which varied from place to place—or were emancipated (legally freed) by their fathers. Women never became legal adults while the father lived unless they were emancipated.

READING PROGRESS CHECK

Contrasting How does Castiglione's view of the responsibilities of a ruling class differ from Machiavelli's?

▼ Raphael's *Marriage of the Virgin* (1504) presents biblical figures in a contemporary Renaissance setting.

▶ CRITICAL THINKING

Synthesizing What view of the role of marriage in Renaissance society does the composition of this work present?

PHOTO: Art Archive/SuperStock.

LESSON 1 REVIEW

Reviewing Vocabulary

1. ***Comparing*** Write a paragraph comparing a republic to a monarchical state. Give examples of each type of government from Renaissance Italy.

Using Your Notes

2. ***Summarizing*** Use your graphic organizer identifying the major principles of Machiavelli's work to write a paragraph summarizing his political views.

Answering the Guiding Questions

3. ***Identifying Cause and Effect*** What contributed to the rise of the Italian states during the Renaissance?
4. ***Making Connections*** How did Machiavelli's work influence political power in the Western world?
5. ***Identifying Central Issues*** How was society characterized during the Renaissance?

Writing Activity

6. **INFORMATIVE/EXPLANATORY** Write a paragraph explaining how trade encouraged the development of the Renaissance.

networks

There's More Online!

- BIOGRAPHY Michelangelo
- IMAGE Gilded Door at the Baptistry of Florence
- INFOGRAPHIC Gutenberg and the Spread of Literacy
- INTERACTIVE SELF-CHECK QUIZ
- PRIMARY SOURCE The Book of the City of Ladies
- SLIDE SHOW Art of the Italian Renaissance
- SLIDE SHOW Art of the Northern European Renaissance
- VIDEO Ideas and Art of the Renaissance

LESSON 2

Ideas and Art of the Renaissance

ESSENTIAL QUESTION

• How can ideas be reflected in art, sculpture, and architecture?

Reading HELPDESK

CCSS

Academic Vocabulary

- **attain**
- **core**
- **style**
- **circumstance**

Content Vocabulary

- **humanism**
- **fresco**
- **vernacular**
- **perspective**

TAKING NOTES:

Key Ideas and Details

Organizing Use a chart like the following one to identify how Renaissance education was affected by humanism.

Area:
Effect:
Effect:
Effect:

It Matters Because

Renaissance humanism focused European culture on the individual, marking a major change from the religion-centered view of the Middle Ages. The goal of the humanists was to educate the whole person, much as modern educators seek to do. Today's liberal arts curriculum began during the Renaissance.

Italian Renaissance Humanism

GUIDING QUESTION *How did humanism help define the Italian Renaissance?*

Secularism and an emphasis on the individual characterized the Renaissance. These characteristics are most noticeable in the intellectual and artistic accomplishments of the period. A key intellectual movement of the Renaissance was **humanism**.

Development of Humanism

Humanism was based on the study of the classics, the literature of ancient Greece and Rome. Humanists studied grammar, rhetoric, poetry, moral philosophy, and history. Today these subjects are called the humanities.

The humanists approached the classics in new ways. In the Middle Ages, writers had quoted the surviving classical texts in order to give authority to their religious writings. The humanists had a different goal. They wanted to use classical values to revitalize their culture. The humanists also felt a different relationship with the writers of antiquity. They saw the ancient Greek and Roman writers as their intellectual equals.

Francesco Petrarch (PEE • TRAHRK) is often called the father of Italian Renaissance humanism. He did more than any other individual in the fourteenth century to foster its development. He looked for forgotten Latin manuscripts and set in motion a search for similar manuscripts in monastic libraries throughout Europe.

PHOTO: SuperStock.

PHOTO: (l to r)© SuperStock / SuperStock; SuperStock; Royalty-Free/CORBIS;Photographer's Choice RF/Getty Images; © Francis G. Mayer/CORBIS.

Petrarch also began the humanist emphasis on using pure classical Latin. This meant Latin as it was used by the ancient Romans, rather than medieval Latin. Humanists used the works of two Roman writers as models—Cicero for prose and Virgil for poetry.

Fourteenth-century humanists such as Petrarch had described the intellectual life as one of solitude. They rejected family and a life of action in the community. In contrast, humanists in the early fifteenth century took a new interest in civic life. They believed that intellectuals had a duty to live an active civic life and to put their study of the humanities to the state's service. It is no accident that they served as secretaries in the Italian states and to princes and popes.

Byzantine and Islamic influences were also important to the development of Renaissance humanism. Byzantine scholars provided knowledge of the ancient Greek language, and Islamic scholars served as transmitters of ancient Greek culture.

humanism an intellectual movement of the Renaissance based on the study of the humanities, which included grammar, rhetoric, poetry, moral philosophy, and history

Vernacular Literature

The humanist emphasis on classical Latin led to its widespread use in the writings of scholars, lawyers, and religious writers. However, some writers wrote in the **vernacular**, the local spoken language. People in different parts of Italy spoke different Italian dialects. In the fourteenth and fifteenth centuries, the literary works of Dante (DAHN • tay) Alighieri and Christine de Pizan helped make vernacular literature popular.

vernacular the language of everyday speech in a particular region

Dante wrote his masterpiece, the *Divine Comedy*, in the dialect of his native Florence, which would later become the Italian language. The *Divine Comedy* is a long poem describing the soul's journey to **attain** Paradise. Dante defended his use of the vernacular in the *Divine Comedy*, arguing that if he had written in Latin, only scholars would have understood him.

attain to gain or achieve

PRIMARY SOURCE

"The Latin could only have explained them to scholars; for the rest would have not understood it. Therefore, as among those who desire to understand them there are many more illiterate than learned, [it follows that the Latin would not have fulfilled this behest as well as the vulgar tongue, which is understood both by the learned and the unlearned.]"

—Dante Alighieri, from *De vulgari eloquentia* ("Of Literature in the Vernacular")

◀ In this painting by Domenico di Michelino, Dante stands outside the walls of Florence and holds a copy of his *Divine Comedy*.

▶ CRITICAL THINKING

Making Connections How does this painting reflect Renaissance humanism's emphasis on the individual?

BIOGRAPHY

Gutenberg (c. 1400–1468)

Johannes Gutenberg was born in Mainz, Germany. Beginning in the 1440s, and borrowing from several existing technologies, he developed a method of printing using blocks of movable type set on a mechanical press. This process took more than a decade, and Gutenberg borrowed heavily to finance his printing press. In 1455 the Gutenberg Bible became the earliest book printed from movable type in Europe.

▶ CRITICAL THINKING

Drawing Conclusions Why might Gutenburg have chosen the Bible as a first project for his printing press?

Another writer who used the vernacular was Christine de Pizan, an Italian who lived in France and wrote in French. She is best known for her works written in defense of women. In *The Book of the City of Ladies*, written between 1404 and 1405, she denounced the many male writers who had argued that women, by their very nature, are unable to learn. Women, de Pizan argued, could attain learning as well as men if they could attend the same schools, since "a woman's nature is clever and quick enough to learn speculative sciences as well as to discover them, and likewise the manual arts..."

✓ READING PROGRESS CHECK

Explaining How did the Renaissance contribute to the rediscovery of classical civilization and the development of vernacular literature?

Renaissance Education

GUIDING QUESTION *How was education during the Renaissance shaped by humanism?*

The humanist movement had a profound effect on education in the fourteenth and fifteenth centuries. Education during this time became increasingly secular—less focused on religion. Renaissance humanists believed that education could change human beings. They wrote books on education and opened schools based on their ideas.

At the **core** of humanist schools were the liberal studies. These form the basis of today's liberal arts. According to the humanists, students should learn history, ethics, public speaking, grammar, logic, poetry, mathematics, astronomy, and music. Humanists believed that liberal studies enabled individuals to reach their full potential. The purpose of a liberal education was to produce individuals who follow a path of virtue and wisdom. These individuals should also possess rhetorical skills so they could persuade others to take this same path.

Humanist educators thought that education was a practical preparation for life. Its aim was to create well-rounded citizens, not great scholars. Humanist education was also considered necessary for preparing the sons of aristocrats for leadership roles. Following the classical ideal of a sound mind in a sound body, humanist educators also emphasized physical education. Students learned the skills of javelin throwing, archery, and dancing. They ran, wrestled, hunted, and swam. The few female students who attended humanist schools studied the classics and were encouraged to know some history as well as how to ride, dance, sing, play the lute, and appreciate poetry.

The development of printing affected not only education, but eventually all aspects of Renaissance culture. Beginning in the mid-fifteenth century, the use of movable type was pioneered by the German printer Johannes Gutenberg (GOO • tehn • BURG). This innovation started a revolution that has affected how knowledge is distributed ever since. As the number of printing presses multiplied, the effects of new technology were felt in every area of European life. The printing of books encouraged scholarly research and stimulated an ever-expanding reading public's desire to gain knowledge.

✓ READING PROGRESS CHECK

Identifying Central Ideas What was the focus of education for the Renaissance humanists?

core basic or essential part

PHOTO: Austrian Archives/CORBIS; TEXT: From *The Book of the City of Ladies*, by Christine de Pizan. Translated by Earl Jeffrey Richards. Copyright © 1982 by Persea Books, Inc. Reprinted by permission of Persea Books, Inc., New York.

Italian Renaissance Art

GUIDING QUESTION *How did humanism influence the works of Renaissance artists and authors?*

Renaissance artists sought to imitate nature. They wanted viewers to be convinced of the reality of their subjects. At the same time, these artists were developing a new, human-focused worldview. To emphasize this, many artists painted the human body.

New Techniques in Painting

The works of the fourteenth-century Italian painter Giotto anticipated some of the innovations of the Renaissance. His style focused on depicting human beings and their realities and dramas.

However, the Renaissance period in art truly began with Tommaso di Giovanni, called Masaccio (muh • ZAH • chee • OH). His frescoes are the first masterpieces of Early Renaissance (1400–1490) art. A **fresco** is a painting done on fresh, wet plaster with water-based paints. Human figures in medieval paintings look flat, but Masaccio's figures have depth and "come alive." By mastering the laws of **perspective**, Masaccio could create the illusion of three dimensions, leading to a new, realistic **style**. One of his most famous works is *The Tribute Money,* which depicts the story of the life of Peter, s Christian saint. It is one of many frescoes Masaccio was commissioned to paint in the Brancacci Chapel in Florence.

Other fifteenth-century Florentine painters used and modified this new, or Renaissance, style. Especially important were two major developments. One development stressed the technical side of painting. This included understanding the laws of perspective and the organization of outdoor space and light through geometry. The second development was the investigation of movement and human anatomy. Realistic portrayal of the individual, especially the human nude, became one of the chief aims of Italian Renaissance art.

Sculpture and Architecture

The Renaissance produced equally stunning advances in sculpture and architecture. Like painters, Renaissance sculptors and architects sought to express a human-centered world. The sculptor Donatello studied the statues of the Greeks and Romans. His works included a realistic, free-standing marble figure of George, a Christian saint.

The buildings of classical Rome inspired the work of architect Filippo Brunelleschi (BROO • nuh • LEHS • kee). His design of the church of San Lorenzo in Florence reflects this. The classical columns and rounded arches in the church's interior design create an environment that does not overwhelm the worshiper, as Gothic cathedrals might. The church creates an open airy space to fit human, and not divine, needs. Using his mathematical and artistic skills, Brunelleschi came up with a way to build the large exterior dome. Likewise, he rediscovered the classical principles of linear-perspective construction, which had disappeared from use during the Middle Ages. These principles helped Renaissance artists create realistic imagery.

fresco painting done on fresh, wet plaster with water-based paints

perspective artistic techniques used to give the effect of three-dimensional depth to two-dimensional surfaces

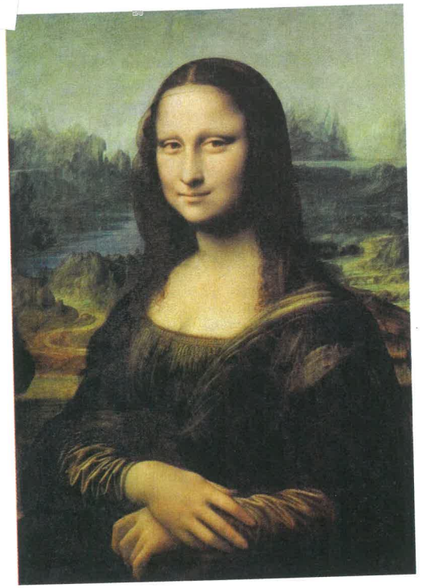
style having a distinctive quality or form

▼ **Architect Filippo Brunelleschi's technical achievements mark the design and construction of the dome for the Cathedral of Florence as one of the major artistic landmarks of the Renaissance.**

▶ CRITICAL THINKING

Drawing Conclusions Why might an architect be an appropriate model for the humanist ideal of the universal Renaissance person?

PHOTO: iStock.



▲ The first casual portrait, Leonardo's *Mona Lisa* revolutionized art.

▶ CRITICAL THINKING

Making Inferences Why would portraiture be a natural development for a Renaissance culture shaped by humanism?

High Renaissance Masters

The final stage of Italian Renaissance painting flourished from about 1490 to 1520. Called the High Renaissance, this period is associated with Leonardo da Vinci, Raphael Sanzio, and Michelangelo Buonarroti and their works.

Leonardo da Vinci was the model "Renaissance man." He was an artist, scientist, inventor, and visionary. Leonardo mastered the art of realistic painting, even dissecting human bodies to better understand their workings. However, he wanted to go beyond such realism to create idealized forms that captured the perfection of nature in the individual. Leonardo could not express his vision of perfection fully in a realistic style.

At age 25, Raphael Sanzio was already one of Italy's best painters. He was admired for his numerous madonnas (paintings of Mary, the mother of Jesus). In these, he achieved an ideal of beauty far surpassing human standards. Raphael is also well known for his frescoes in the Vatican Palace. His *School of Athens* reveals a world of balance, harmony, and order—the underlying principles of classical Greek and Roman art.

Michelangelo Buonarroti, an accomplished painter, sculptor, and architect, was another master of the High Renaissance. Fiercely driven by his desire to create, he worked with great passion and energy on a remarkable number of projects. Michelangelo's figures on the ceiling of the Sistine Chapel in Rome depict an ideal type of human being with perfect proportions. The beauty of this idealized human being is meant to be a reflection of divine beauty—the more beautiful the body, the more godlike the figure.

✓ READING PROGRESS CHECK

Specifying In what ways did Italian artists use the ideas of the humanist movement in their works?

The Northern Artistic Renaissance

GUIDING QUESTION *How did the works of northern European artists differ from those of Italian artists?*

Like the Italian artists, the artists of northern Europe sought to portray their world realistically. However, their approach was different from that of the Italians. This was particularly true of the artists of the Low Countries (present-day Belgium, Luxembourg, and the Netherlands).

circumstance a determining condition

Circumstance played a role in the differences. The large wall spaces of Italian churches had encouraged the art of fresco painting. Italian artists used these spaces to master the technical skills that allowed them to portray humans in realistic settings. In the north, the Gothic cathedrals of the Middle Ages, with their stained glass windows, did not allow enough space for frescoes. Instead, northern European artists painted illustrations for books and wooden panels for altarpieces. Great care was needed to depict each object on a small scale.

The most important northern school of art in the 1400s was in Flanders, one of the Low Countries. Flemish artists typically placed their subjects among everyday objects, as in Robert Campin's *Merode Altarpiece*. Campin, one of the earliest Flemish masters of painting, used shadows to create depth and the smallest details to reflect reality. The Flemish painter Jan van Eyck (EYEK) was among the first to use and perfect the technique of oil painting. He used a varnish made of linseed oil and nut oils mixed with resins. This medium enabled van Eyck to use a wide variety of brilliant colors. With his oil paints, he could create striking realism in fine details, as in his painting *Giovanni Arnolfini and His Bride*. Like other Northern Renaissance artists, however, van Eyck imitated nature not by using perspective, as the Italians did, but by simply observing reality and portraying details as best he could.

By 1500, artists from the north had begun to study in Italy and to be influenced by what artists were doing there. One German artist who was greatly affected by the Italians was Albrecht Dürer. He made two trips to Italy and absorbed most of what the Italians could teach on the laws of perspective. Like the Italian artists of the High Renaissance, Dürer tried to achieve a standard of ideal beauty that was based on a careful examination of the human form. He did not reject the use of minute details typical of northern artists. However, he did try to fit those details more harmoniously into his works in accordance with Italian artistic theories.

✓ READING PROGRESS CHECK

Contrasting What was a key difference between the northern European artists and the Italian artists?

PHOTO: © Francis G. Mayer/CORBIS.

▼ This central panel of the *Merode Altarpiece* by Flemish artist Robert Campin (c. 1378–1444) shows the Annunciation, when the archangel Gabriel told Mary she was to be the mother of Jesus.

▶ CRITICAL THINKING

Making Connections For the people who first saw this painting, what effect might have been created by the placement of this religious scene in an everyday setting?

PHOTO: Photographer's Choice RF/Getty Images.

LESSON 2 REVIEW CCSS

Reviewing Vocabulary

1. ***Explaining*** Write a paragraph explaining why vernacular literature eventually became the preferred way to produce books.

Using Your Notes

2. ***Explaining*** Using your chart on the effects of humanism on a Renaissance education, write a brief paragraph explaining these effects.

Answering the Guiding Questions

3. ***Finding the Main Idea*** How did humanism help define the Italian Renaissance?
4. ***Evaluating*** How was education during the Renaissance shaped by humanism?
5. ***Making Connections*** How did humanism influence the works of Renaissance artists and authors? Give specific examples.
6. ***Contrasting*** How did the works of northern European artists differ from the works of Italian artists?

Writing Activity

7. **INFORMATIVE/EXPLANATORY** Write a paragraph describing one of the works of art in the lesson. Pay particular attention to how the image is representative of the humanist movement of the Renaissance. Be sure to use descriptive words that will help your reader visualize the work of art.

CHAPTER 15 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **ANALYZING** How did the lack of a single strong ruler benefit Italy during the Renaissance? How might Italy have evolved differently if it had been ruled by one powerful monarch?
2. **DETERMINING CAUSE AND EFFECT** How did consumers' demand for goods affect the power of the Italian states and the power of the Catholic Church?
3. **DRAWING CONCLUSIONS** How did the fact that other countries in Europe had strong rulers affect Italy's fate? Compare and contrast the king of Spain's treatment of Italy with that of the king of France.

Lesson 2

4. **ASSESSING** Why is Christine de Pizan's argument for women's intelligence so convincing?
5. **CONTRASTING** What were fresco artists able to convey that medieval painters could not? How does their accomplishment embody characteristics of humanism?
6. **IDENTIFYING** What stages did Leonardo da Vinci go through in learning to paint the human form? What goal did he share with other High Renaissance artists like Raphael and Michelangelo?

21st Century Skills

7. **IDENTIFYING CAUSE AND EFFECT** Why did Florence enjoy a flourishing of the arts in the fifteenth century?
8. **GEOGRAPHY SKILLS** Look at the map in Lesson 1 and locate the cities of Milan, Florence, Venice, Rome, and Naples. Which of these cities appear most accessible to trade routes? What other advantages did their locations provide?
9. **ECONOMICS** How could urban poverty increase while the Italian states grew wealthier?
10. **IDENTIFYING CONTINUITY AND CHANGE** How did Early Renaissance artists learn to create more realistic art than their predecessors?

Exploring the Essential Questions

11. **SYNTHESIZING** Work with a partner to create a multimedia presentation showing three pieces of art that reflect ideas that shaped the Renaissance. Provide a photo or reproduction of each piece of art, an audio analysis of its features, and a written explanation of how it was shaped by Renaissance ideas. Primary sources may also be used.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

Filippo Brunelleschi was the first architect since the ancient Greeks to successfully design and construct a large dome. A few years later, one of his students, Leon Battista Alberti, praised the dome:

PRIMARY SOURCE

"Within, one breathes the perpetual freshness of spring. Outside there may be frost, fog or wind, but in this retreat, closed to every wind, the air is quiet and mild. What a pleasant refuge from the hot blasts of summer and autumn! And if it is true that delight resides where our senses receive all that they can demand of nature, how can one hesitate to call this temple a nest of delights?"

—quoted in *Brunelleschi's Dome: How a Renaissance Genius Reinvented Architecture*

12. **DRAWING CONCLUSIONS** Alberti was one of Brunelleschi's students. How might this relationship have influenced Alberti's opinion?
13. **MAKING CONNECTIONS** Medieval architects were anonymous. Brunelleschi became famous throughout Italy. What humanist principle does this shift in attitude reflect?

Extended-Response Question

14. **ARGUMENT** Explain how the Renaissance was a rebirth. Analyze the ways in which it imitated and differed from the cultures that inspired it.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	290	292	293	298	299	300	299	291	294	299	296	299	296	296

The Reformation in Europe

1517–1600

ESSENTIAL QUESTIONS • *What conditions can encourage the desire for reform?* • *How can reform influence society and beliefs?*

networks

There's More Online! about the Reformation in Europe.

CHAPTER 16

Lesson 1
The Protestant Reformation

Lesson 2
The Spread of Protestantism

The Story Matters...

The Protestant Reformation is the name given to the religious reform movement that divided western Christianity into Catholic and Protestant groups. Martin Luther's bold attempts to reform the Church led to new forms of Christianity. Although Luther did not see himself as a rebel, the spread of Protestantism ignited decades of bloody religious conflict and ended a thousand years of domination by the Catholic Church.

◄ Based on an earlier portrait, Charles Wagstaff's nineteenth-century engraving depicts Martin Luther, whose studies and determination drove him to defy the power of the Church and the Holy Roman Empire in order to assert his religious principles.

PHOTO: North Wind Picture Archives/The Image Works